Work-Based Learning
Mississippi Curriculum Framework

Program CIP: 00.0255 – Work-Based Learning

January 2015

The Office of Curriculum and Instruction (OCI) was founded in 2013 under the Division of Workforce, Career, and Technical Education at the Mississippi Community College Board (MCCB). The office is funded through a partnership with The Mississippi Department of Education (MDE), who serves as Mississippi's fiscal agent for state and federal Career and Technical Education (CTE) Funds. The OCI is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand.

COORDINATOR WRITING TEAM MEMBERS

Chris Harris, East Central Community College
Sarah Nichols, Hinds Community College
Beverly Tynes, Jones County Junior College
Lori Smith, Meridian Community College
Martha Cofer, Holmes Community College
Cheryl McQueen, Jones County Junior College

ADMINISTRATOR WRITING TEAM MEMBERS

Timothy Cochran, Dean of Career and Technical Education,
   Jones County Junior College
Joyce Jenkins, Assistant District Director of Occupational Programs, Dean of Career and Technical Education, Hinds Community College
Chad Stocks, Assistant Vice President of Workforce, Assistant Dean of Career and Technical Education,
   Hinds Community College, Raymond

BUSINESS AND INDUSTRY WRITING TEAM MEMBERS

David Creel, Former Director of Manufacturing Milwaukee Electric Tool, Greenwood and Jackson
Linda Croff-Poole, Program Director 2 + U, University of Mississippi Medical Center
Eileen Beazley, Director of Early Childhood, Midtown Partners Incorporated, Jackson
Tamara Smith, Director of Little Samaritan Montessori Center, Midtown Partners Incorporated, Jackson

OFFICE OF CURRICULUM AND INSTRUCTION TEAM MEMBERS

Angela Bryan, Director of Curriculum and Instruction,
   Mississippi Community College Board
Rachel M. De Vaughan, Curriculum Specialist, Office of Curriculum and Instruction,
   Mississippi Community College Board
Elmira Ratliff, Curriculum Specialist, Office of Curriculum and Instruction,
   Mississippi Community College Board

Contents

RESEARCH ABSTRACT

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

This curriculum was revised and validated and approved revision of this curriculum took place in 2013. In the spring of 2015, the Office of Curriculum and Instruction (OCI) met with several different business and industries in Central MS, Northern MS and Southern MS. An industry questionnaire was used to gather feedback concerning the trends and needs, both current and future, of their field. Industry members stated the curriculum was highly effective, but they wanted to see some reference to the completion of resumes and a statement to inform students of their responsibility to comply with business/industry guidelines. The Office of Curriculum and Instruction also met with advisory committee members who reiterated what industry stated. Program faculty, administrators, and industry members were consulted regarding industry workforce needs and trends.

RECENT REVISIONS HISTORY:

2013-Research & Curriculum Unit, Mississippi State University
2015-Office of Curriculum & Instruction, Mississippi Community College Board

PROGRAM DESCRIPTION

Work-Based Learning combines programs of study with structured on-the-job experiences in businesses and industries. Placed in a work environment which complements classroom learning, the Work-Based Learning students practice and develop skills and competencies which have been identified by participating businesses and industries. The Work-Based Learning participants are better able to see the connection between education and work and are able to earn wages while learning from skilled professionals. The Work-Based Learning experience allows students to test potential careers and provides exposure to expanded career possibilities. Work-Based Learning students should enter the workforce better equipped with employability skills, technical capabilities, and educational backgrounds, enhancing their future career options.

Work-Based Learning also provides existing employees the opportunity to sharpen and expand skills while receiving college credit, which could lead to more job security and advancement.

The courses in this framework are used as electives in many other curricula frameworks for other Post Secondary Career and Technical Education programs. All Work Based Learning students shall be aware of and comply with business/industry safety standards and regulations for employability within their field of study.

SUGGESTED COURSE SEQUENCE

Work-Based Learning Course Breakdown

Course Number	Course Name	Semester Credit Hours	SCH Breakdown			Total Contact Hours	Contact Hour Breakdown			Certification Information
			Lecture	Lab	Externship		Lecture	Lab	Externship	Certification Name
WBL 191(1-3)	Work-Based Learning	1-3			3-9	45-135			45-135	
WBL 192(1-3)	Work-Based Learning	1-3			3-9	45-135			45-135	
WBL 193(1-3)	Work-Based Learning	1-3			3-9	45-135			45-135	
WBL 291(1-3)	Work-Based Learning	1-3			3-9	45-135			45-135	
WBL 292(1-3)	Work-Based Learning	1-3			3-9	45-135			45-135	
WBL 293(1-3)	Work-Based Learning	1-3			3-9	45-135			45-135	

CAREER CERTIFICATE REQUIRED COURSES

Course Number and Name: **Work Based L earning 191(1-3)**

Classification: Career/Technical Core/Elective

Description: A structured work-site learning experience in which the student, program area teacher, work-based learning coordinator, and work-site supervisor/mentor develop and implement an educational training agreement. This site is designed to integrate the student's academic and technical skills into a work environment, and may Include regular meetings and seminars with school personnel for supplemental instruction and progress reviews. Variable credit is awarded on the basis of one semester hour per 45 industrial contact hours.

Hour Breakdown:

Semester Credit Hours	Lecture	Externship	Contact Hours
1		3	45
2		6	90
3		9	135

National Assessment: None

Prerequisite: Instructor Approved Technical Elective

Student Learning Outcomes:

1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce.
   a. Demonstrate technical skills necessary to complete job requirements.
   b. Demonstrate academic skills necessary to complete job requirements.
   c. Perform tasks detailed in an educational training agreement at the work setting.
   d. Demonstrate knowledge of employability skills such as creating cover letters, resumes, etc.

2. Apply general workplace skills to include positive work habits necessary for successful employment.
   a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service.
   b. Utilize time, materials, and resource management skills.
   c. Use critical thinking skills such as problem solving, decision making, and reasoning.
   d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

Course Number and Name: **Work Based L earning 192(1-3)**

Classification: Career/Technical Core/Elective

Description: A structured work-site learning experience in which the student, program area teacher, work-based learning coordinator, and work-site supervisor/mentor develop and implement an educational training agreement. This site is designed to integrate the student's academic and technical skills into a work environment, and may Include regular meetings and seminars with school personnel for supplemental instruction and progress reviews.   Variable credit is awarded on the basis of one semester hour per 45 industrial contact hours.

Hour Breakdown:

Semester Credit Hours	Lecture	Externship	Contact Hours
1		3	45
2		6	90
3		9	135

National Assessment: None

Prerequisite: Instructor Approved Technical Elective

Student Learning Outcomes:

1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce.
    a. Demonstrate technical skills necessary to complete job requirements.
    b. Demonstrate academic skills necessary to complete job requirements.
    c. Perform tasks detailed in an educational training agreement at the work setting.
    d. Demonstrate knowledge of employability skills such as creating cover letters, resumes, etc.

2. Apply general workplace skills to include positive work habits necessary for successful employment.
    a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service.
    b. Utilize time, materials, and resource management skills.
    c. Use critical thinking skills such as problem solving, decision making, and reasoning.
    d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

Course Number and Name: **Work Based L earning 193(1-3)**

Classification: Career/Technical Core/Elective

Description: A structured work-site learning experience in which the student, program area teacher, work-based learning coordinator, and work-site supervisor/mentor develop and implement an educational training agreement. This site is designed to integrate the student's academic and technical skills into a work environment, and may Include regular meetings and seminars with school personnel for supplemental instruction and progress reviews. Variable credit is awarded on the basis of one semester hour per 45 industrial contact hours.

Hour Breakdown:

Semester Credit Hours	Lecture	Externship	Contact Hours
1		3	45
2		6	90
3		9	135

National Assessment: None

Prerequisite: Instructor Approved Technical Elective

Student Learning Outcomes:

1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce.
    a. Demonstrate technical skills necessary to complete job requirements.
    b. Demonstrate academic skills necessary to complete job requirements.
    c. Perform tasks detailed in an educational training agreement at the work setting.
    d. Demonstrate knowledge of employability skills such as creating cover letters, resumes, etc.

2. Apply general workplace skills to include positive work habits necessary for successful employment.
    a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service.
    b. Utilize time, materials, and resource management skills.
    c. Use critical thinking skills such as problem solving, decision making, and reasoning.
    d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

Course Number and Name: **Work Based L earning 291(1-3)**

Classification: Career/Technical Core/Elective

Description: A structured work-site learning experience in which the student, program area teacher, work-based learning coordinator, and work-site supervisor/mentor develop and implement an educational training agreement. This site is designed to integrate the student's academic and technical skills into a work environment, and may Include regular meetings and seminars with school personnel for supplemental instruction and progress reviews. Variable credit is awarded on the basis of one semester hour per 45 industrial contact hours.

Hour Breakdown:

Semester Credit Hours	Lecture	Externship	Contact Hours
1		3	45
2		6	90
3		9	135

National Assessment: None

Prerequisite: Instructor Approved Technical Elective

Student Learning Outcomes:

1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce.
   a. Demonstrate technical skills necessary to complete job requirements.
   b. Demonstrate academic skills necessary to complete job requirements.
   c. Perform tasks detailed in an educational training agreement at the work setting.
   d. Demonstrate knowledge of employability skills such as creating cover letters, resumes, etc.

2. Apply general workplace skills to include positive work habits necessary for successful employment.
   a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service.
   b. Utilize time, materials, and resource management skills.
   c. Use critical thinking skills such as problem solving, decision making, and reasoning.
   d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

Course Number and Name: **Work Based L earning 292(1-3)**

Classification: Career/Technical Core/Elective

Description: A structured work-site learning experience in which the student, program area teacher, work-based learning coordinator, and work-site supervisor/mentor develop and implement an educational training agreement. This site is designed to integrate the student's academic and technical skills into a work environment, and may Include regular meetings and seminars with school personnel for supplemental instruction and progress reviews. Variable credit is awarded on the basis of one semester hour per 45 industrial contact hours.

Hour Breakdown:

Semester Credit Hours	Lecture	Externship	Contact Hours
1		3	45
2		6	90
3		9	135

National Assessment: None

Prerequisite: Instructor Approved Technical Elective

Student Learning Outcomes:

1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce.
   a. Demonstrate technical skills necessary to complete job requirements.
   b. Demonstrate academic skills necessary to complete job requirements.
   c. Perform tasks detailed in an educational training agreement at the work setting.
   d. Demonstrate knowledge of employability skills such as creating cover letters, resumes, etc.

2. Apply general workplace skills to include positive work habits necessary for successful employment.
   a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service.
   b. Utilize time, materials, and resource management skills.
   c. Use critical thinking skills such as problem solving, decision making, and reasoning.
   d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

Course Number and Name:	**Work Based L earning 293(1-3)**

Classification: Career/Technical Core/Elective

Description: A structured work-site learning experience in which the student, program area teacher, work-based learning coordinator, and work-site supervisor/mentor develop and implement an educational training agreement. This site is designed to integrate the student's academic and technical skills into a work environment, and may Include regular meetings and seminars with school personnel for supplemental instruction and progress reviews. Variable credit is awarded on the basis of one semester hour per 45 industrial contact hours.

Hour Breakdown:

Semester Credit Hours	Lecture	Externship	Contact Hours
1		3	45
2		6	90
3		9	135

National Assessment: None

Prerequisite: Instructor Approved Technical Elective

Student Learning Outcomes:

1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce.
   a. Demonstrate technical skills necessary to complete job requirements.
   b. Demonstrate academic skills necessary to complete job requirements.
   c. Perform tasks detailed in an educational training agreement at the work setting.
   d. Demonstrate knowledge of employability skills such as creating cover letters, resumes, etc.

2. Apply general workplace skills to include positive work habits necessary for successful employment.
   a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service.
   b. Utilize time, materials, and resource management skills.
   c. Use critical thinking skills such as problem solving, decision making, and reasoning.
   d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

RECOMMENDED INSTRUCTIONAL AIDS

1. Microcomputer with monitor, printer (CD-ROM and cables)
2. Hi Speed internet connection
3. Microsoft Office Software
4. One internet accessible computer work station (student use)
5. Scanner
6. Fax Machine

CURRICULUM DEFINITIONS AND TERMS

- Course Name – A common name that will be used by all community colleges in reporting students

- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students

- Classification – Courses may be classified as the following:
    - Career Certificate Required Course – A required course for all students completing a career certificate.
    - Technical Certificate Required Course – A required course for all students completing a technical certificate.
    - Technical Elective – Elective courses that are available for colleges to offer to students.

- Description – A short narrative that includes the major purpose(s) of the course

- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

- Corequisites – A listing of courses that may be taken while enrolled in the course

- Student Learning Outcomes – A listing of the student outcomes (major concepts and performances) that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
    - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
    - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
    - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
    - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
    - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas

- Sequencing of the course within a program is left to the discretion of the local college. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college.

- In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new student learning outcomes to complement the existing competencies and suggested objectives in the program framework
- Revising or extending the student learning outcomes
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)